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## **The Moral Dimension of Teaching, Affectionate Schools and the Student Drop Out: The Case Study of a Mountainous Community in Pakistan**

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### **Abstract**

This study explored the perceptions, perspectives and viewpoints of the students about the reasons for turning the schools into uninteresting and unaffectionate places for the students eventually leading to the increased drop out ratio. This qualitative study was conducted in four secondary schools, which provide education to the children in four different educational systems of Gilgit- Baltistan, Pakistan. A number of six students from each school and altogether twenty four students were selected as the primary participants of this research. Semi structured interviews were the main tools of data collection. The findings highlighted the ethical, moral and behavioral aspect of teacher's personality as the most prominent feature for determining the degree of likeliness and affections of the students with their schools. The improvement in the ethics and moral aspect of the teacher's personality has all the potentials to improve the other aspects of the unattractive school environment.

**Keywords:** Drop out, moral dimension of teaching, affectionate schools, Pakistan

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## Introduction

Education is the process of discovering and nurturing the innate talents of a child in a learning conducive environment. This process of discovering and nurturing occurs when children demonstrate their desire to learn and are virtually involved in rigorous academic and other learning endeavors in the school. In this sense the schools are the premises which ignite a spark of energy and passion in children to learn and succeed in academic and life pursuits in the initial stages of their life. Highlighting the vitality of primary school education, the world community in Dakar Framework of Action 2000 reaffirmed to expand and improve the comprehensive early childhood care and education. This framework further ensured to have access to and complete free and compulsory primary education by 2015 to all children and reiterated that the learning needs of all young people will be met. Correspondingly, emphasizing on the significance of school education, in the one of the overarching priorities of widening access and raising quality, the National Education Policy 2009 of Pakistan endorses that provinces and area governments shall affirm the goal of achieving universal and free primary school education by 2015 and up to grade 10 schooling by 2025.

Contrarily, the statistics of the education department of Gilgit Baltistan Pakistan which is the context of the study indicates a drastic difference in enrolment from primary to middle grades evidencing the declining interest of teenagers and increasing drop out ratio in the region. According to EMIS 2008-09 Gilgit Baltistan Education Department statistics, the enrolment 82071 at primary level slides to 33431 students at middle level in the region. Similar diminishing condition prevails in Karakoram International University Examination Board (KIUEB) 2010 Secondary School Certificate examination, where only 28% of 10107 grade 9 regular students passed the examination and only nine students were able to secure A+ grade. Of these 28% successful students, about 50% students passed in grade C and D. In SSC part two only three students could secure A+ and out of 7995 and 3903 students failed. Similarly, in KIUEB 2011 Secondary School Certificate examination, out of 10640 candidates only 3211 remained successful which makes 30% pass percentage. Only five candidates could secure A+ while 1141 and 1455 passed in C and D grades respectively. It means that a major fraction of successful candidates fall in grade C and D which is below expectations. This data highlights the displeasure of the students for their studies and schools ultimately leading to the mounting drop out ratios in the region.

Beacham (1980) indicates that lack of interest in school is one of the major reasons for student drop out. Perhaps, in this kind of situations, schools turn into unpleasing and uninteresting places for the students who gradually develop disliking and even resentful feelings for their schooling leading to the end result of increasing ratio of student drop out. Indeed, many would further argue (Barr and Knowles, 1986; Brophy, 2004) that school experiences are the important influence in a student decision to leave the school. The unexciting and passive classrooms and a boring school environment contribute to the student demotivation and displeasure for their studies and the schools eventually facilitate the students to discontinue their education. Highlighting this vitality of the school environment Brophy, (2004) argue that students will not respond positively to the motivational attempts by the school if there is a fearful and resentful feelings prevailed in the school environment.

For the cultivation of an attracting and student friendly environment Harmer (1991) suggests that the teachers have to be aware of what the learners are doing and how they are feeling. It means being able to move around the class and getting the level of proximity right. It means making eye contact with student, listening to what they have said and responding appropriately. Hence, the behavior of the teachers has to play a significant role to make the schools attractive places for the students and build an affectionate relationship between students and schools.

A plethora of research studies have placed a high premium on the teacher's unfriendly and disciplinary behavior as one of the major causes of student's displeasure toward learning and school. Christophel, (1990) noted that, "Using threats only stimulates students to become frightened and resentful of the threats and the person using them. The long-term outcome is student avoidance of the teacher and the subject matter". (p. 324). Perhaps, teachers may be able to achieve the immediate objectives in terms of higher scores in tests or timely accomplishment of homework tasks by creating a sense of fear in the child but in the long term it leads to the creation of alienation from studies and the school. Therefore, in order to furnish an attractive and affectionate environment for the children Dornyei, (1994) signified the vital role of the teachers by maintaining that, "the teachers who love their subject matter, show their dedication and their passion, they would rather be doing are the most influential ones" (p.32).

Influencing from the Maslow's work, Woolfolk, (2008) has identified the survival, love, power, fun and freedom as the basic needs of the students and argued to the fulfillment and satisfaction of these basic needs will become contributors for keeping students interested and happy. In other words they need to be noisy and excited rather than always avoiding or suppressing these needs. Correspondingly, Child, (2004) argues that when students are provided the opportunity for interesting learning activities it will enable them to engage with the learning have some fun and develop a sense of belonging into a cohesive group. Indeed, if the basic needs and expectations of the children are fulfilled at the school, they will feel the school as an engaging, interesting and affectionate place and eventually evince an enhanced belongingness with the school. However, it is vital to explore the types, kinds and the nature of the basic needs to be fulfilled to cultivate an engaging, affectionate and interesting school environment. Perhaps, as the direct and fundamental partakers, the students themselves are in a better position to perceive and reflect on the kind, types and nature of their basic needs if fulfilled will become instrumental for the cultivation of an engaging, affectionate and interesting school environment.

Hence, it is within the milieu of this academic thought that, this pioneering study in the context of the Gilgit Baltistan Pakistan intended to explore the perceptions and views of the students as the ultimate partakers in the prevailing educational conditions in the region. Deeming the student as the fundamental stakeholder of the school community, this study strives to explore the reasons for turning the schools into uninteresting and unaffectionate places for the students eventually leading to the increased drop out ratio. Therefore, the study entered the exploration with the main question of why the children feel the schools unattractive and unpleasing places leading to the cultivation of an unaffectionate and imposing relationship between the students and their schools in the particular context of Gilgit Baltistan Pakistan.

## Literature Review

The contemporary literature highlights variety of perspectives relating to the students' motivation towards school and learning. A number of viewpoints have been perceived which, directly or indirectly influence on students' level of motivation or demotivation towards their schools and studies. However, there is a growing propensity of consensus among many researchers to consider the school environment as the vital feature for attracting the students towards their schools and studies. In elaborating the school environment Dornyei, (2001) argued that the classroom environment is mainly of two categories. The physical environment is the charts, wall papers, displays, setting arrangement and all physical settings whereas, the psychological environment is all about the web of the relationships of the students with the teachers and others in the school. This psychological environment focuses on encouragements, praising and sense of feeling an important part of the school life. Both kind of the environment play a pivotal part in establishing the kind and nature of overall relationships of the student with the school. More closely to the context of the study, Rehman, Jumani & Basit (2010) signify the need to create a learning environment that promotes students' motivation. To create such a motivating and learning environment, the teachers play vital role as students give higher priorities towards teachers' instructions. They further argued that if teachers want students to become motivated to learn, they have to create an environment where students find learning to be exciting and rewarding. One prominent feature of this type of exciting and rewarding school environment is mentioned by Good and Brophy (1994) who state that "students should feel comfortable taking intellectual risks because they know that they will not feel embarrassed or criticized if they make mistakes" (p.121). These studies were further supported by Renchler (1992) arguing that if school leaders expect students to become motivated to learn, they must first sustain their own motivation to create a schools environment where students discover that learning is an exciting and rewarding activity. In order to make the environment rewarding Sweet, (1986) highlighted the importance of the co-curricular activities and reported that extracurricular activity participants had achieved higher grade points as compared to the students had no participation.

Gorham & Christophel, (1992) argue that negative teacher behaviors are perceived as more central to students' demotivation than positive behaviors are perceived as central to their motivation. Regarding the negative behavior, Spaulding (1992) noted that a teacher who believes that the student is not competent enough to succeed is likely to communicate to the student his belief that the student is incapable of completing the assignment. So this teacher behaves in a different way which is not normally positive and student friendly. Reeve, et.al (2004) after studying the motivation and emotion of the students, came to a conclusion that the more teachers used autonomy-supportive instructional behaviors, the more engagement their students showed. Even sense of humor by teachers is an important factor, yet often ignored in theoretical writings on motivation (Dornyei, 1994). In the same way Carpenter (2006) suggests that faculty teaching large classes should attempt to include constructive, active teaching methods in their courses whenever possible. The reason is that most students prefer to be active in their learning process and expect to feel that the teacher pays personal attention to them (Liuoliene and Metiuniene, 2006).

When they are active in their learning processes they will be more motivated and consequently school will become an attractive place for the students.

Certain other studies highlighted that the motivating and de-motivating features depend upon the academic achievements of the students. Deci & Vansteenkiste (2003) maintain that trying to win competitions and competitively contingent rewards is becoming more and more prevalent in modern culture, yet it appears that a focus on winning may indeed be counter-productive at least with respect to intrinsic motivation for the target activities. They suggest that if, instead of emphasizing winning above all else, participants in activities and observers of the activities focused more on good performance than on winning, the results for the participants' motivation is likely to be far more positive. To create such performance-based approach, certain traits such as cooperation, collectivity, and interdependence are important in motivating students for academic achievement. Normally the schools mainly rely on the achievement of the students only in terms of grades. The students are ranked as per their achieved grades while the other important aspects are ignored. Such approach seems a demotivating factor among other learners who remain underachievers in grades though they possess strong capacities in other intelligences. To reduce such practice and to motivate the learners, Zimmerman (1990) recommends that the instructions that focus on only one or two processes are unlikely to promote long-term effects. Instead attention must be directed towards developing all three dimensions of self-regulated learning in students: metacognitive, motivational and behavioral.

The literature highlights variety of perspectives, features and factors that contribute to the cultivation of an engaging, affectionate and attracting relationship between the school and the student. However, as the pioneering study in this particular context of Gilgit Baltistan Pakistan has the potential to capture the uniqueness of the contextual factors. Additionally, this study has intended to explore the perceptions, perspectives and viewpoints of the students considering them as the fundamental stakeholders in the cultivation of the types, kinds and nature of relationships with their schools.

## **Methodology**

### **Research Design**

This study intended to explore the perceptions, perspectives and viewpoints of the students about the reasons for turning the schools into uninteresting and unaffectionate places for the students eventually leading to the increased drop out ratio in Gilgit- Baltistan, Pakistan. Therefore, the qualitative method was adopted by this research to explore the reasons for the growing unaffectionate relationship of the students with their school and studies, and schools gradually turning to uninteresting places for the students. Thus, the study focused on gathering descriptive data from the natural context and meaning making through participant perspectives of the participating students (Bogdan and Biklen, 1998; Yates, 2004). Qualitative approach through intensive semi structured interviews endow with the opportunity to cultivate a long term interaction with the research participant students and their respective school contexts to acquire rich and in-depth data about the focus of the research.

## **Research Context and Participants**

Gilgit Bultistan, of Pakistan is the remote region which is situated in the middle of the world's mightiest mountain ranges of Karakoram, Himalaya and Hindukush, consequently making life difficult and remote for the local inhabitants. The population resides in the scattered villages alongside the various glacier waters and pastures lands and makes their living from subsistent farming (Baig and Shafa, 2011). This study was conducted in four secondary schools, which provide education to the children in four different educational systems of Gilgit Baltistan Pakistan. Keeping in view the system wise diversity, one school from government system, one private school, one Non- governmental welfare organization school and one premier school was selected as the study participants. From each school two students from grade 8, two from grade 9 and two from grade 10 were taken as the primary research participant of this study. Hence, six students from each school and altogether twenty four students were selected to participate in the research. In order to gain rich and in-depth data, two teachers from each school who had an experience of working at the same school for at least three years, were selected as secondary participants.

Following is the brief profile of the research participants and the schools.

### **The School 1**

The school 1 is a traditional government boy's school following the principle of "free education for all". Under this principle the school is bound to provide admission to every child irrespective of his social, communal, regional and economic background. As a traditional government school it is not reputed for quality education ultimately, it is not the first priority of all the students and parents. However, it provides free education charging no fees from its students. Majority of the students including our participants come from economically low income families. These low income background children come from almost every social, communal, regional and dialectal affiliation thus constituting diversity in the school environment.

### **The school 2**

The school two is a community based private school aimed at providing standard education to the local youth. This is a boys school owned and operated by the local community though an annually elected board of the governor. This school charges a reasonable fee from its students and follows the procedure of admission test to ensure the quality of education in their school. Majority of the students including our research participants come from middle class economic backgrounds that have the ability and willingness to pay fee for the quality education of their children. These middle class income background children come from almost every social, communal, regional and dialectal affiliation thus constituting diversity in the school environment.

### **The school 3**

The school 3 is a boy's school and it is the part of a centralized educational system aimed at providing standard education to its students. The major policies, rules regulations, syllabus and examination are provided and controlled by the system. This system is a nongovernmental organization owned and operating more than 80 schools in the region. This school charges fee from its students and follows the admission test to ensure the quality education. Majority of the students including our participants come from middle class economic backgrounds that have the ability and willingness to pay fee for the quality education of their children. These middle class income background children also come from almost every social, communal, regional and dialectal affiliation thus constituting diversity in the school environment.

### **The school 4**

The school 4 is one of the premier schools reputed for its high quality education and provision of good quality educational facilities for the students in the region. The school has a modern purposefully built building, good quality furniture, computer center, library and playground. This school is owned and operated by a nongovernmental organization. This school is for only boys, charges the students a comparatively high rate of fee and follows a strict admission test and interviews for the induction of the new students. Under these circumstances, majority of the students including our participants come from economically high middle class income families. (Remission system) These high middle class income background children come from almost every social, communal, regional and dialectal affiliation thus constituting diversity in the school environment.

### **Data Generation**

This study employed semi-structured interviews as the main tools of data collection. In order to ensure that the interviews comprehensively collected the perspectives of the participant students, this study employed two rounds of specifically designed sets of semi-structured interviews. Each interview lasted around one hour and the interval between each round was between seven to ten days. Similarly, a two round semi structured interview was conducted with each of the eight secondary participant teachers of this study. The audio taped data was personally transcribed by the researchers.

### **Research Methodology**

The process of organizing, general sense making, coding, drawing themes, and, finally, interpreting and making meaning out of the collected data (Cresswell, 2003) was followed in this research. The details about the nature, purpose, time and methods involved in the study were provided to the participants before the data collection and the participation of these participants were entirely on voluntary bases. In addition to that the participants enjoyed the right to see the interview transcripts for



any clarification or adjustments to the views they expressed in the interview. For confidentiality, pseudonyms for each research participant, and their respective school related data, is used.

### Data Analysis and Discussion

As a qualitative study the data analysis employed the procedure of organization, analyzing, coding and meaning making of the data. This pattern of analysis is influenced by Mariem (1998) in which through reading and rereading of the data the sub themes are extracted following the color coding. The below chart demonstrates the respondents, the sub themes highlighted, the frequency of the responses and the broader themes were grouped together.

The Respondents	Frequency responses	The sub themes highlighted	Broader Themes
Student, A of class 9 <sup>th</sup> of school, 3	4	Teachers punish us for late coming	Ethics and Morality of the Teachers
Student, A of class 10 <sup>th</sup> of school, 2	3	Clean the school as punishment	
Student, A of class 9 <sup>th</sup> of school, 2	1	Clean the school as punishment	
Student, B of class 10 <sup>th</sup> of school, 1	2	Punish for homework	Physical punishment for late coming
Student, B of class 8 <sup>th</sup> of school, 2	3	Punishment for small mistake	
Student, A of class 9 <sup>th</sup> of school, 3	1	Physical punishment for late coming	
Student, B of class 10 <sup>th</sup> of school, 3	4	Discourage the weak students	They have some favorite students
Student, A of class 9 <sup>th</sup> of school, 4	3	They have some favorite students	
Student, B of class 9 <sup>th</sup> of school, 3	3	They mentally torture us	
Student, A of class 10 <sup>th</sup> of school, 3	2	Teacher behavior is bad	Teachers beat the students
Student, A of class 10 <sup>th</sup> of school, 4	3	Teachers beat the students	
Student, B of class 10 <sup>th</sup> of school, 2	1	Teachers behavior is poor	
Student, A of class 10 <sup>th</sup> of school, 1	1	Students love good teacher behavior	Teachers should not beat us
Student, A of class 9 <sup>th</sup> of school, 1	2	Students love good teacher behavior	
Student, B of class 10 <sup>th</sup> of school, 4	1	Teachers should not beat us	
Student, A of class 9 <sup>th</sup> of school, 2	3	Teachers should be caring	Some teachers give punishment
Teacher B of school, 3	1	Some teachers give punishment	

<b>The Respondents</b>	<b>Frequency responses</b>	<b>The sub themes highlighted</b>	<b>Broader Themes</b>
Student, A of class 8 <sup>th</sup> of school, 3	2	Boring Teaching methods lead to students resentment	Teaching strategies and practices
Student, B of class 10 <sup>th</sup> of school, 4	3	Poor teaching leads to students lack of interest	
Student, B of class 9 <sup>th</sup> of school, 3	1	Lack of conceptual understanding due to poor teaching	
Student, B of class 10 <sup>th</sup> of school, 3	2	Imposed teaching disliked by the students	
Student, B of class 8 <sup>th</sup> of school, 3	3	Boring teaching methods reduce the student interest	
Student, A of class 9 <sup>th</sup> of school, 1	1	Students should be free to learn in their preferred style	
Student, A of class 8 <sup>th</sup> of school, 3	4	The daily syllabus is boring	
Student, A of class 9 <sup>th</sup> of school, 3	1	Always focused on learning no sports and competitions	
Teacher B of school, 1	1	The imposed teaching reduces the student interest	
Teacher B of school, 3	2	Teacher's content is an issue	

<b>The Respondents</b>	<b>Frequency responses</b>	<b>The sub themes highlighted</b>	<b>Broader Themes</b>
Student, B of class 10 <sup>th</sup> of school, 1	1	All the time we are busy in homework. No time to play	Heavy Homework
Student, B of class 10 <sup>th</sup> of school, 4	3	The heavy home work eat up all my time at home	
Student, B of class 8 <sup>th</sup> of school, 2	1	We come home late so it is very difficult to complete the huge homework	
Student, A of class 10 <sup>th</sup> of school, 1	1	The homework should be short and creative no laboring	
Teacher B of school, 3	2	Many teachers give too much homework	

<b>The Respondents</b>	<b>Frequency responses</b>	<b>The sub themes highlighted</b>	<b>Broader Themes</b>
Student, B of class 9 <sup>th</sup> of school, 2	4	No games for us so we become frustrated. No plays and fun	Co-Curricular activities
Student, B of class 8 <sup>th</sup> of school, 1	1	School is boring because	

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		there is no games
Student, B of class 10 <sup>th</sup> of school, 3	1	No games no library no music, it is so dry in the school
Student, B of class 9 <sup>th</sup> of school, 1	1	Everyone has different interest there should be something for everyone.
Teacher A of school, 3	2	In many schools there is no co-curricular activity which makes it a boring place for the students
Teacher A of school 4	1	Students need some extra activities which keeps them connected by their schools

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The Respondents	Frequency responses	The sub themes highlighted	Broader Themes
Student, A of class 10 <sup>th</sup> of school, 1	2	The strict rules and regulations keeps us under continuous pressure	School policies and rules
Student, B of class 10 <sup>th</sup> of school, 3	3	We dislike the many restrictions in the name of discipline	
Student, A of class 8 <sup>th</sup> of school, 1	1	The strict rules are frustrating	

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The Respondents	Frequency responses	The sub themes highlighted	Broader Themes
Student, B of class 9 <sup>th</sup> of school, 1	1	New comers are being teased by the other students which are frustrating.	The school environment
Student, B of class 10 <sup>th</sup> of school, 3	1	I feel loneliness in the school, I have no friend	
Student, B of class 8 <sup>th</sup> of school, 3	3	The noisy and overcrowded class rooms make me headache	
Teacher B of school, 1	1	There is a lot of pressure on students such as the examinations, deadlines of assignments. It makes the environment tense	
Teacher A of school, 4	2	There should be drama, dance class, music and sports to make the environment attractive for	

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### **The Ethics, Morality and Teacher Behavior**

All of the participants from the four schools placed a high premium on the ethical dimension and desirability of the teacher's behavior as an influencing element for student's likeliness towards the school. The foremost reason for disliking the school was chiefly attributed to the harsh behavior and intolerance of some of the teachers in the school milieu. In this connection, the student A from Grade 9 of School 3 stated that, "due to long distance when we come to school a bit late, teachers punish us. So I do not feel happy to be at the school". Likewise, the student A from Grade 10 of school 2 pointed towards another disappointing feature of even asking the children to clean the school environment as punishment. In using the words of the student; "sometimes if we are late for school, we prefer to go back home from the school gate because teachers make us clean the school as punishment". Same remarks were given by the student A from Grade 9 of School 2 saying "when we come to school late with small children, they make us clean the school".

The students frequently, pointed towards the usage of punishment given by the teachers for improving the regularity in home work and enhanced student achievements in tests. In this regard student B form Grade 10 of School 1, maintained that "when students do not do their homework, teachers punish them. In such cases we feel bored and lose confidence". Similarly, the student A from Grade 8 of School 4 maintained that, "If there is any test and punishment, students do not want to go to school". Correspondingly, the student B from Grade 8 of School 2 commented that, "when there is a test, we feel fear to come to school. On tests when we make a small mistake, our teachers punish us".

Some of the participants pointed towards the injustices on the part of the teachers which exerts an adverse effect on the motivation level of the students towards their studies and their schools. In this regard the student A from Grade 9 of School 3 claimed that, "there is injustice in our school. When teachers are late, they are not punished while students are punished for the same mistake. In reaction, students sometimes are absent from school". Similarly, the student B from Grade 10 of School 3 was of the opinion that, "the teachers discourage weak students and ignore them. They do not develop their confidence". In the same way, the student A from Grade 9 of School 4 commented that, "most of the teachers have some favorite students. They do not even talk with other students. Therefore, different questions arise in our mind and cannot concentrate on studies".

The participant students considered the ethical personality and behavior of the teachers as the most prominent feature for cultivating affections and luvs of the students with their school. The student B from Grade 9 of School 3 maintained that, "when a teacher tortures a student mentally, the student does not like the school. When a teacher uses unspeakable words in the class, students are disturbed and dislike their school". Additionally, the student A from Grade 10 of School 3 commented that, "if the behavior of the teacher is not good and he/she does not behave students in a good manner, students hate the school and learning". Similarly, student A from Grade 10 of School 4, is of the opinion that, "sometimes teachers beat

students for poor performance in tests and not doing homework. In such situations children hate going school". The student B from Grade 10 of School 2 expressed identical views saying, "When teachers' behavior is not good and always intimidate students, they dislike their school".

The participant students suggested for many kind of teacher behaviors which will enhance the student motivation, connections and affections to their schools. In this regard, the student A from Grade 10 of School 1 maintained that, "if teachers teach the students in a friendly way and make the environment student friendly, students will love the school". Likewise, the student A from Grade 9 of School 1 commented that, "if teachers avoid punishment and adopt soft and candid behavior, everyone will love the school and learning". Correspondingly, student B from Grade 10 of School 4 suggested that, "when students fail in tests, teachers should not beat them. Instead of that they should find the reasons for the failure". The student A from Grade 9 of School 2 recommended that, "teachers should pay attention to us. When we ask any thing, they should not scold us".

Even some of the research participant teachers openly admitted the teacher's behavior as one of the decisive feature for creating affectionate relationship between school and the students. In this connection the Teacher B of School 3 maintained that, "in my opinion, most of the students are tortured by teachers in the school. That is why they hate or dislike school and learning". Similarly, teacher B of School 2, commented that teachers' harsh behavior is normally the end result of student resentment from the school therefore it should be avoided by the teachers"

### **Teaching Strategies and Practices**

The traditional way of teaching, predominantly emphasizing on lecture method and expecting the students to achieve high marks in tests and examinations have been considered as one of the prominent reason for demotivating students towards their schools. The participant students from three schools out of the four schools pointed the tiresome and lecture focused teaching methodologies as the reasons for student's resentment for their schooling. In this connection, the student A from Grade 8 of School 3 maintained that, "boring teaching method of teacher make student bored and students hate the learning. Teacher should do new activities". Likewise, the student B from Grade 10 of School 4 commented that, "poor teaching method makes students annoyed of the school". In the same way, the student B from Grade 9 of School 3 is of the opinion that, "when a student cannot understand anything in classroom or they cannot give answers to the teacher, they feel shy and lose interest for learning and school".

The participants showed their resentment for the teaching strategies that are imposed on them which are of little interest to them. In this connection, the student A from Grade 10 of School 3 commented that, "Students do not like teaching method which is imposed. They want new method, which involves students". Likewise, the student B from Grade 8 of School 3 was of the opinion that, "due to boring teaching method by some teachers children do not like the school".

The students suggested variety of interesting teaching strategies which they expect from their teachers to make the classrooms lively and attractive places. In this regard, the student A from Grade 9 of School 1 maintained that, “If different learning styles are applied in school, learning becomes enjoyable and students like to go to school regularly”. Similarly, the student A from Grade 8 of School 3 commented that, “daily reading of syllabus only is also a cause of student hatred to learning and school”. Also, the student A from Grade 9 of School 3 said, “Our school is always focused on studies and lack of other competitions. As a result students become bored”.

Some of the participating teachers also mentioned poor teaching strategies as one of the prime inducing factors for the demotivation and unaffectionate relationship of the students with their schools. In this regard, the Teacher B of School 1 maintained that, “whatever is imposed on them is taught conventionally which lack fun, whereas, most children want to learn through fun and game”. Likewise, the Teacher B of School 1 was of the opinion that, “teaching and learning processes may take place in a traditional way and a number of things are imposed on them”. The Teacher B of School 3 pointed to the content expertise of teachers saying, “Teachers are not updated with their subject content. That is why students do not like school”.

### **School Policies and Rules**

The participant students from two schools out of the four highlighted the strict rules and regulations of the schools as one of the prime factor for prompting students demotivation and lack of affections with their schools. In this connection, student A from Grade 10 of School 1 showed his irritation in the following words, “there are so strict rules and regulations; sometimes it looks like a prison. If a student raises voice, is threatened to expel from the school. To attract students toward school, there should be a balance of curricular and co-curricular activities”. Similarly, the student B from Grade 10 of School 3 commented that, “there are restrictions on the name of discipline’. In the same way, the student A from Grade 8 of School 1 maintained that, “students do not accept strict rules and in reaction they make a noise in school and prefer to be away from school”.

### **Heavy Home work**

The participant students from three schools out of the four nominated heavy homework load and its boring quality as one of the prime feature for enhancing student’s lack of affection and connections with their schools. Commenting on the heavy homework load, the student B from Grade 10 of School 1 maintained that, “All the time we are busy with homework which is given at school and at coaching center. There is no time for learning and playing”. Likewise, the student B from Grade 10 of School 3 stated that, “Some students dislike school and feel burden because of a lot of homework and tests in schools”. In the same ways, the student B from Grade 8 of School 2 showed his problems in the following ways, “After school, we arrive home late and it is difficult to do heavy homework every day. When we do not do our homework, teachers punish us by pulling our hair”. The student A from Grade 10 of School 1 commented on the quality of the homework. She maintained that, “Home work should be creative which excites student interest and curiosity so that they enjoy the work”.

Even the teacher B from School 3 also expressed identical views about the issue of the homework. She maintained, “Sometimes teachers give a lot of homework. Due to shortage of time they are unable to complete their homework”.

### **Co-curricular Activities**

The participant students from three schools mentioned the lack of co-curricular activities as one of the demotivating factors for the students to cultivate an affectionate relationship with their schools. In this regard, the student B from Grade 9 of School 2 stated that, “there is no game period in the school so only reading makes students frustrated. Our school has no computer period, no color period or sports week”. Likewise, the student B from Grade 8 of School 1 commented that, “students find school a boring place when there is lack of co-curricular activities. They also expect co-curricular activities to fresh their minds”. In the same ways, the student B from Grade 10 of School 3 was of the opinion that, “there are not sports activities like tennis, cricket and football. There is no library, computer, and music or sports period in the school”. The student B from Grade 9 of School 1 expressed her views by saying that, “Different students have different interests like singing; sports etc. So school must provide such opportunities to attract students’ interest toward school and learning”. The Teacher A of School 3 also agreed with the student’s point of view and commented that, “in many schools there are no co-curricular activities for children so there is no charm for them”. Correspondingly, the Teacher A of School 4 stated that,

Actually, in our society we take studies as do or die sort of thing. Students are expected to be with books all the time, reading or writing. Art, music and entertainment are not given space in daily life. If we involve our students in such healthy activities, the result would be opposite to the given question.

### **The School Environment**

The participant students from two schools highlighted the vitality of the school environment for cultivating an affectionate relationship of the students with their schools. In this regard, the student B from Grade 9 of School 1 maintained,

If a student has recently joined the school, he has no or very few friends. He feels alone in the school. Some students who are in majority tease him only for regional difference. This kind of environment further alienates such students who come from far flung villages.

Similarly, the student B from Grade 10 of School 3 commented that, “some students’ especially new comers do not have friends in the school. They feel shy and do not participate in classroom activities. So they do not want to come to school”. Correspondingly, the student B from Grade 8 of School 3 commented that, “there are overcrowded and noisy classrooms in our school, which cause headache”.

Also, the teachers emphasized the importance of friendly environment for student’s connectivity with their schools. In this regard, the Teacher B of School 1 stated that, “schools may not be attractive places for students. Strict schedules, courses, examination, uniform all are imposed on them by adults as teachers, parents

and education authorities”. Similarly, the Teacher A of School 4, maintained that, “according to my view point, school environment should be made attractive by introducing drama, painting, dance, music in our school syllabus. Similarly sports competitions, hiking may change the student attitude toward school and learning”. Also, both Teacher A and teacher B of School 2 endorsed the importance of cultivating an appealing school environment for student comfort.

### **Discussions**

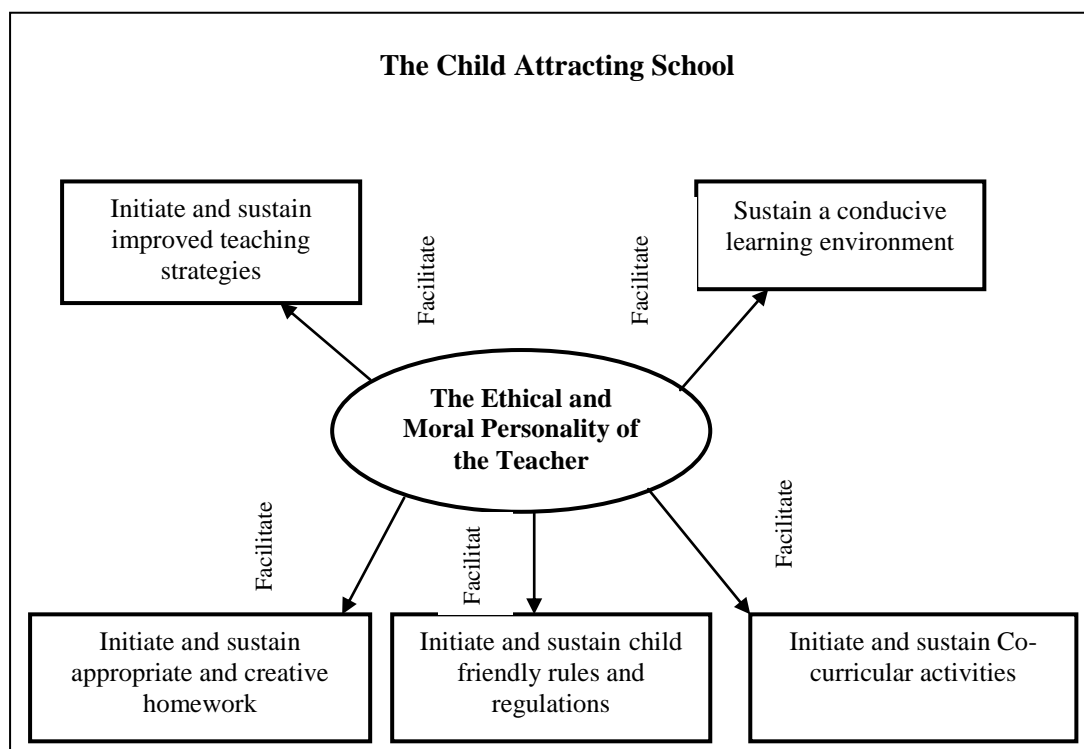
The teacher’s ethics, morality and behavior emerged as the most prominent influencing feature in determining the nature of relationship between the students and their schools. All of the participant students considered positive teacher’s ethics, morality and behavior as the prime instrumental feature for the cultivation of an affectionate and positive relationship between the students and their schools. In this regard Hansen, (2001) considers teaching itself as a moral art and activity and maintained that at the extreme, teaching that has negative effects on students may be considered immoral. Arguably, teaching has to employ a positive effect on the student in order to be a moral activity and this positive effect will help classroom and the school as a pleasant and affectionate location for the students.

Sherman, (2004) maintained that moral teaching practice requires teachers to enter a student’s personal learning space and capture the qualities and recognize the individuality of that space. Knowing the strengths, interests, personal experiences, and cultural background of a student enables the teacher to more accurately predict the possibilities for the future achievements of the child. A teacher endeavoring to enter the personal learning space of a child, has to design and strategize the kind of teaching practices which are attractive, friendly and fabricated with the student motivating activities. Perhaps, the moral teaching has to reflect in the teaching strategies and practices which help to generate an affectionate relationship between a student and the school and in turn the schools become the most favored, adored and attractive places for the students. The moral dimension of teaching is the art of engaged listening and passionate observation by teachers. Teachers have to be fair, right, just, and virtuous. They rigorously reflect on the ability of the students to understand a concept, monitor the emotional states and the frame of minds (Noddings, 1984; Manen, 2002). Arguably, a moral teacher embraces the appropriateness of the amount of homework, embedding attractive co-curricular activities and the assurance of a friendly and conducive learning environment in the school.

The students highlighted the ethical, moral and behavioral aspect of teacher’s personality as the most prominent feature for determining the degree of likeliness and affections of the students with their schools.



**Figure 1**



Indeed, the improvement in the ethics and moral aspect of the teacher's personality has all the potentials to improve the other aspects of the unattractive school overall environment, lack of co-curricular activities, loaded homework, strict school policies and boring teaching methods and strategies noted by the participants of this study. Therefore, the data in the light of the discussion, leads us to propose the model which places the ethical, moral and behavioral personality of the teacher in the core which facilitate all other aspects that influence the determination of the kind and degree of affectionate and attractive relationship of the students with their schools. Canfield and Hansen, (1993) quoted a sociology class follow-up study on the boys in Baltimore where one hundred-eighty of the participants were contacted and one hundred seventy-six of the boys had become successful doctors, lawyers or businessmen. When asked what happened to turn their lives around, they answered, "There was this teacher." The teacher was still in Baltimore, so the researchers contacted her. They asked what her secret was for motivating students. She replied, "It's really very simple. I loved those boys." This is an example of the power of ethics and morality of the teacher which becomes instrumental in making a difference in the life of hundreds of students who at all times acknowledge the teacher for their achievements.

Likewise, in the context of this study, the policymakers and teacher educational institutions may focus on the development of the ethics, morality and teacher behavior, and expect to experience an appreciable improvement in all other aspects of the school life. The firm belief and commitment of the teachers to the moral dimension of teaching will eventually help to improve other aspects of the school life such as the improvement in teaching strategies, conducive learning environment, creative and appropriate homework, student friendly rules and

regulations and attractive co-curricular activities in the school. Hence, the simultaneous improvement in all aspects will help to develop the schools into the stimulating, attractive and interesting places for the students. Such kind of attractive and interesting schools may become instrumental for cultivating an engaging and affectionate relationship between student and the school leading to the reduction of drop out ratio.

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